DOCUMENT RESUME

ED 090 759 FL 005 051

TITLE	Cartel: Annotated Bibliography of Bilingual Bicultural Materials, No. 9.
INSTITUTION	Education Service Center Region 13, Austin, Tex.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE	Sep 73
NOTE	20p.; Publication of the Dissimination Center for Bilingual Bicultural Education
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Audiovisual Aids; Biculturalism; *Bilingual Education; Bilingualism; *Classroom Materials; Educational Resources; Instructional Aids; *Instructional Materials; Instructional Media; Resource Materials; Spanish
IDENTIFIERS	Elementary Secondary Education Act Title VII; ESEA Title VII

ABSTRACT

This booklet contains an annotated listing of instructional materials for use in bilingual-bicultural programs. Each entry includes the following information: title, author or developing agency, name and address of the publisher, publication date, number of pages, language(s) used, intended audience or level, and a descriptive statement. Any information omitted was not available at press time and may be requested from the publisher. Entries are listed alphabetically by title. (SK)

ED 090759

CARTEL

ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS No. 9

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SEPTEMBER, 1973

DISSEMINATION CENTER
FOR
BILINGUAL BICULTURAL EDUCATION

6504 Tracor Lane
Austin, Texas 78721
(512) 926-8080

FL 005 051

The material reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The Dissemination Center for Bilingual Bicultural Education is a special E.S.E.A. Title VII project funded by the U.S. Office of Education through the Education Service Center, Region XIII. The opinions expressed herein do not necessarily reflect the position of the Center or of the Education Service Center, Region XIII.

This publication was developed and printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965. Therefore, it is in the public domain and may be reproduced for local use.

Dissemination Center
for
Bilingual Bicultural Education
Juan D. Solis, Director

Education Service Center, Region XIII
Austin, Texas 78721

Joe Parks, Executive Director

SUBSCRIPTION INFORMATION

CARTEL – *Annotated Bibliography of Bilingual Bicultural Materials* is published monthly by the Dissemination Center for Bilingual Bicultural Education. The December issue is cumulative for the preceding calendar year and includes an Index. Subscription year: July-June. All Programs funded under Title VII ESEA automatically receive a yearly subscription free of charge. Additional yearly subscriptions, and subscriptions for persons or institutions other than Title VII ESEA, $10.00. The Cumulative issue (December) may be purchased separately at $3.70 per copy. All subscriptions are due and payable in advance, by check or purchase order. Editorial communications and materials for inclusion should be addressed to CARTEL, C/O Research Librarian, Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. This material is not published under copyright, it is in the public domain and may be reproduced for local use.

INTRODUCTION

CARTEL is designed to serve as an informative listing for educators, librarians, and others interested in materials for use in bilingual, bicultural education.

The intent of this annotated listing is to share with bilingual, bicultural project personnel the information needed for making decisions in the acquisition of relevant materials for use in their programs. The descriptions will serve the purpose of informing objectively, rather than of recommending or disparaging items included. We include any materials received or suggested to us that are relevant. Where possible, the actual materials are viewed.

In each case the publisher is the source for further information; addresses are included.

A typical annotation includes information in the following order: Title, Author or developing agency, Name and address of the publisher, Publication date, Number of pages, Language(s) used, Intended audience or level, and a Descriptive statement. Any such information omitted was not available at press time and may be requested from the publisher. Entries are listed alphabetically by title.

A ☆ indicates materials published by or available from the Dissemination Center for Bilingual Bicultural Education. Fiscal procedures require prepayment or a purchase order in the amount indicated – no tax or postage should be added. RUSH orders will have the additional postage added on the invoice.

We will be most appreciative of your suggestions; project personnel and other readers are urged to submit pertinent materials information to the Research Librarian, Joanna F. Chambers, for inclusion in this publication.

CRITERIA FOR *RELEVANCE* AS DEFINED FOR SELECTION AND INCLUSION IN THIS BIBLIOGRAPHIC LISTING:

Categories 1 and 2 must apply in each case; one or more of categories 3-9 must also apply.

1. Material is published or available in the United States, its territories, or possessions
2. A source address is available to whom readers can direct inquiries and orders
3. Material is in a language in which a Title VII ESEA program is operating
4. Material is designed for use in the education of speakers of any language in which a Title VII ESEA program operates
5. The material is written in two or more languages, one or more of which is a language in which a Title VII ESEA program is operating
6. The material features ethnic groups or aspects of the culture of an ethnic group with which a Title VII ESEA program is operating
7. The material was developed, adapted or produced by, or for use in, a bilingual program
8. The subject of the material contributes to the training of staff to work with bilingual, bicultural, or non-English-speaking persons
9. The subject matter of the material is useful for furthering the progress or success of bilingual, bicultural programs

TABLE OF CONTENTS

TITLE	*PAGE*
Curriculum Materials	
Aprendemos con Gusto	7
Bilingual-Bicultural Leadership Development Project: Curriculum Guide	7
Caderno de Estudos Sociais: Curriculum Guides	8
Caderno de Matemática da 4a Classe	8
Curriculum Guides – St. Martin Parish	9
Daily Curriculum Guide for Pre-School Spanish Speaking Children	10
Forming an Estudiantina and Symbols of Music Notation	11
Handbook on Mexico for Elementary and Secondary Teachers (Revised)	12
Learning to Learn/Aprendiendo a Aprender: Cognitive Growth Kits	12
Livros de Leitura (Portuguese Readers)	13
Matematica Moderna, 5a Classe	14
Mi Libro	14
Saúde: Curriculum Guides	16
Small Group Activity Charts	16
Spanish Phonic Pull Charts	17
Spanish Reading Charts	17
Things To Do – Activities for a Bilingual Classroom	19
Teacher Training	
Each One Learning	11
Puedo Leer – I Can Read	15
They Help Each Other Learn	18
We Learn Together	19

☆ ***Aprendemos con Gusto! Actividades en Español Para Niños Bilingües.*** Developed by the Regional Project Office, San Bernardino, California, Charles H. Herbert, Jr., Project Director. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 100pp. $1.95. Spanish: Grades 1-6.

A series of seventy lesson plans in the form of task cards, designed to implement Spanish language usage in the classroom in many areas of instruction: Art, Math, Reading, Science, Writing, Social Studies. Each includes the Purpose (in English), Materials, and Instrucciones (in Spanish). All procedures are spelled out so as to reinforce the small group process. Instructions for task card preparation and evaluation are included. Sample activity themes: Arte—Caras Cómicas, Primavera; Matemática—Bingo, Jugando a la Pesca; Lectura—Busca el Dibujo, Receta; Ciencia—Experimento de Frijoles, Insectos; Escritura—Escribiendo un Cuento Juntos, Diccionario; Estudios Sociales—México, Vamos de Compras.

☆ ***Bilingual—Bicultural Leadership Development Project: Curriculum Guide.*** Pomona Unified School District, Pomona, California. Ken Noonan, Project Director. Copies available from: the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1973. 192pp. $.05 per page reproduction cost (Xerox). English: Educators (Grade 7-9).
Alternate title: A Curriculum Guide for Bilingual Leadership Through Speech and Drama.

Students are placed, in this bilingual program, in beginning and advanced levels of bicultural leadership training. Objectives and description for each (Bilingual I and Bilingual II) are detailed; guidelines are presented in several areas;

Leadership Development, Speech, Parliamentary Procedures, Drama, Language, and Ethnic Studies. About one third of the guide is comprised of listings of Resource Materials (Texts and Sources) at all levels, curriculum and supplementary. Sheets are provided for evaluation of objectives. Material in this resource manual are adaptable to many grade levels.

☆ ***CADERNO DE ESTUDOS SOCIAIS: CURRICULUM GUIDES.*** Developed by the ESEA Title VII Bilingual Program, New Bedford, Massachusetts (Abel D. Fidalgo, Director); Maria G. Alves and Aida P. Wallbank. Copies available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. $.05 per page reproduction cost (Xerox). Portuguese. Grades 3, 4, 5.

Caderno de Estudos Sociais da 3a Classe. 94pp. (Student Edition). Units covered include Cities, Physical Geography, Economics, Anthropology and Sociology. The material is illustrated and includes worksheets. Tests are not included in this edition.

Caderno de Estudos Sociais da 4a Classe. 92pp. (Student Edition). Units include the study of a Country, Anthropology, Sociology, Economics, Political Science, Man and his Environment, History, and the Study of a Foreign Country: Cabo Verde, Portugal.

Estudos Sociais da V Classe. 120pp. This guide is divided into seven sections: 1) Review of Social Studies; 2) Indians and their Ancestors; 3) The Settling of America; 4) Early Societies in America; 5) The Forming of a New Nation; 6) The Development of a New Nation; and 7) Our Nation in Relation to Other Nations of the World.

☆ ***Caderno de Matemática da 4a Classe.*** Developed by the ESEA Title VII Bilingual Program, New Bedford, Massa-

chusetts (Abel D. Fidalgo, Director); Maria G. Alves, Lourdes Oliveira, and Maria A. Franco. Copies available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 102pp. $.05 per page reproduction cost (Xerox). Portuguese. Grade 4.

Student's text and workbook for fourth-level mathematics. Progression begins with algebraic expressions, and moves through word problems, positive and negative concepts, symmetry, square roots and powers and various other arithmetic exercises.

☆ ***CURRICULUM GUIDES—ST. MARTIN PARISH BILINGUAL EDUCATION PROJECT.*** Jane Comeaux, and others. St. Martin Parish Project, Breaux Bridge, Louisiana. Copies available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1973. $.05 per page reproduction cost (Xerox). French with English: Educators (Grades 2,3).

This series of curriculum guides interrelates material applicable to Language Arts, Social Living, Art, Music, Physical Education, Science and Reading with various Activities.

Unit: La Boucherie (Grade Two). 43pp. Objectives, charts outlining general unit content such as structures, processes, materials, games, phonetic analyses, visual aids, etc., are presented at the beginning; an evaluation sheet is found at the end. The methodology stresses the use of real objects (tasting, feeling, etc.), some insight into the sounds of [o] and syllabication, and group activities. A film made in France, La Boucherie, is available in Breaux Bridge, Louisiana.

Unit: Crawfish (Grade Two, Unit VI). 45pp. Objectives are followed by a unit outline of structures, processes, materials, games, phonetic analyses, activities, dialogues, visual aids, etc. Following the presentation of the material are notes on the methodology of oral reading, procedures suggested by Yolande Plante, French Curriculum Consultant. Pictures for use as transparencies, and physical activities follow.

Unit: The Acadians (Grade Three, Unit VI). 63pp. Objectives are followed by charts indicating structures, processes, materials, games, phonetic analysis, manual activities, dialogues, visual aids, and resources to be employed in the unit. Transparencies are used in presentation of initial lessons; activities geared to the various curriculum areas are interspersed. Notes on an oral reading methodology by Yolande Plante, French Curriculum Consultant, are included.

☆ ***Daily Curriculum Guide for Pre-School Spanish Speaking Children.*** Developed by the Spanish Dame School Education Project, Santa Clara Office of Education, San Jose, California. Toni Micotti, Program Manager. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1973. Vol. I—323pp.; Vol. II—96pp.; Vol. III—300pp.; Total of 787pp. Spanish. Educators of 3- and 4-yr. olds; reading readiness.

Volume I—Daily Curriculum: Weeks 1-15.

Volume II—Daily Curriculum: Weeks 16-30.

Volume III—Supplements (Pictures, stories, songs, games, list of audio visuals, and other materials needed for the program).

Designed for use by para-professionals (called "home tutors") with small groups of children whose first language

is Spanish. Children are taught in the homes of the children with the mothers rotating turns as hostesses. The program strives to improve Spanish language skills, basic listening and verbal skills in English, assure basic concept development in the child's primary language, Spanish, and to train mothers of project children in new methods of working with their children. Twenty-eight multisensory concepts are presented through discussions, story telling, songs, finger plays, role playing, games, films, records, flannel board presentations, arts and crafts, outdoor structured play, and free play.

Each One Learning—A Small Group Process Manual. ☆ Jean M. Baker, Joy Ross, Barbara Walters; edited at the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1971 (3rd printing) 70pp. $1.75. English: Educators (Primary).

An illustrated manual for implementation of the small group process approach in the bilingual, bicultural classroom. With a natural language learning environment as the goal, descriptions and suggestions for room environment, grouping procedures, activities and materials, and the teacher's role as a facilitator of learning are presented. Appendixes include diagrams of various room arrangements for Activity Centers, a Bibliography, and a Checklist for the teacher to evaluate the implementation of the small group process.

Forming an Estudiantina and Symbols of Music Notation. ☆ Anne Horne (Calexico Intercultural Design); illustrated by Carolina Flores. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas

78721. 1973. 104pp. $2.50. English and Spanish: Music Instructors, All Levels.

Teacher's guide for music instruction in bilingual education. Units are adaptable to all levels, in Spanish or English. Contains music, words and instrumentation for use by beginning Estudiantinas, and sketches of costumes. Units include: elements involved in forming an Estudiantina, symbols of music notation, bilingual music vocabulary, and easy songs for beginners.

☆ ***Handbook on Mexico for Elementary and Secondary Teachers.*** *(Revised).* Clark C. Gill and Julia Mellenbruch; illustrated by Neal Finer. Revised and published by the Dissemination Center for Bilingual Bicultural Education, 6504 Tracer Lane, Austin, Texas 78721. Revised 1973. 112pp. $1.50. English. Educators—Resource materials. Originally published in 1971 by Extension Publications, The University of Texas at Austin, Austin, Texas.

This handbook identifies some key ideas about Mexico as a starting place for teaching about the country in some depth. The information and materials listed are presented in a way that lessons drawn from, and based on them, can be adapted to any level of the curriculum. Chapter V includes a large number of Selected Sources: Bibliographies; Lists of Books in Spanish; Sources of Materials; Curriculum Guides, Units, and Project Materials. The Appendix includes statistics, some important dates, national holidays, religious celebrations, and maps.

☆ ***Learning to Learn / Aprendiendo a Aprender: Cognitive Growth Kits.*** Developed by the Regional Project Office, San Bernardino, California; Charles H. Herbert, Jr., Project Director. Available from the Dissemination Center

for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 144 task cards; 72 each, English and Spanish. $12.00 each version. English and Spanish versions: Elementary.
Includes Teacher Guide.

Designed specifically for use by bilingual children, with the intent of bringing the student to the point where he is aware of the learning processes he uses in the lessons. There are 12 kits containing six cards each in both languages; these are color-keyed according to Bloom's *Taxonomy of Educational Objectives*: Cognitive Domain. The task cards outline activities designed to help children learn methods of learning: Observing, Listening, Memory, Association, Classification, Systems, Translation, Interpretation, Application, Reasoning, Creativity and Judgements.

☆ ***LIVROS DE LEITURA.*** *(Portuguese Readers).* Model Cities Curriculum Development Team, ESEA Title VII Bilingual Program, New Bedford Public Schools, Massachusetts. Copies available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. $.05 per page reproduction cost (Xerox). Portuguese: Grades 4, 5, 6.

Livro de Leitura para a IV Classe. 40pp. Stories are sequentially ordered by level of difficulty, and followed by Questions relating to their content (comprehension). Some poetry, mainly in Portuguese with one or two in English, is included, as well as a lesson on the graphic development of alphabets.
Livro de Leitura para a V Classe. 56pp. Seven prose and two poetry selections include short adaptations of pieces by Mark Twain and Carol Ryrie Brink. Readings are arranged by level of difficulty.

Livro de Leitura para a VI Classe. 66pp. Twelve selections, half prose, half poetry, are included. Some prose examples are "How Writers Use Language", "Arthur's Sword and the Death of the Giant", and an article about Gordon Parks, "An Explorer and his Camera"; among the poets represented are Manuel Maria Barbosa Du Bocage and Manuel da Fonseca.

☆ ***Matemática Moderno, 5a Classe.*** Model Cities Curriculum Development Team, ESEA Title VII Bilingual Program, New Bedford Public Schools, Massachusetts. Copies available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 138pp. $.05 per page reproduction cost (Xerox). Portuguese: Grade 5.

This student workbook presents fifth grade level modern mathematics in eight chapters covering sets, numeration systems, addition and subtraction, multiplication and division, polygons, geometry, factors, and fractions. The final chapter is a review including the metric system, measurements, and equivalencies.

☆ ***Mi Libro; Initial Reading in Spanish—Pre-Reading Workbook.*** Anthony R. Sancho; illustrated by Shirley Bean. Edited at the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 12pp., $0.35, Teacher's Edition 20pp., $0.50 (A Teacher's Edition accompanies individual child's copies.) Spanish: Pre-Reading
Initial Reading in Spanish Series.

Illustrated workbook designed for giving children practice in basic cursive writing strokes (motor skills), and develop

such concepts as colors, numbers, and visual perception through use as a coloring book and an initial reading primer. It allows teachers to plan group activities and individual exercises around its contents. The Teacher's Edition provides a suggested lesson outline, a brief explanation to the teacher, a story line, and lists of suggested activities for the 10 lessons. The back cover provides space for children to autograph each other's workbooks, using the skills learned in the manual.

☆ *Puedo Leer—I Can Read—Initial Reading in Spanish for Bilinguals.* Charles H. Herbert, Jr., and Anthony R. Sancho; edited by the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. Revised, 1972. 134pp. $2.95. English and Spanish; Educators (Primary).
Original project grant for "Initial Reading in Spanish for Bilingual Children" sponsored by the Houston Independent School District, Houston, Texas.

Based on research reports by Mexican teachers from four project sites in Texas and videotaped documentation from Mexico, this manual contains some of the history of the project, the basic rationale, and lesson outlines for teaching initial reading in Spanish to first grade Spanish speaking children. Sections on pre-reading and concept development are included, as well as suggestions for activities, games, and other devices for teaching reading skills. The method combines phonic and language experience approaches in a reading program, integrating reading, listening, speaking, and writing. Thirty-four lessons cover as many letters, clusters, and blends. The Appendix includes a Bibliography, Book Suggestions (Distributors, Basic Texts, Supplementary Books, Library

Books, Records), a description of the components of the Series, and an Index.

☆ ***SAÚDE: CURRICULUM GUIDES*** – *New Bedford Non-English Program.* Model Cities Curriculum Development Team, ESEA Title VII Bilingual Program, New Bedford Public Schools, Massachusetts. Copies available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. $.05 per page reproduction cost (Xerox). Portuguese: Grades 5, 6.
Adapted from *Health: Laidlaw Health Series.*

Saúde, V Classe. 84pp. (Teacher's Edition) The stated major behavioral objective for Health, Level Five, is "that each child develop the knowledge, skills, and attitudes he needs to insure healthful behavior in order to become healthy, mature and a total person to take his place in his changing world." Units include Growth, First Aid, Dental Hygiene, Eyes, Digestion, etc.
Saúde, VI Classe. 66pp. (Teacher's Edition) "The goal of Health and Growth is directed toward equipping the student with means to gain knowledge of his physical and mental health nutrition, his body and its functions, his attitudes toward himself and his community to develop the total person with safety and well-being." Topics included: man's fight against communicable disease; importance of physical examinations; nutrition; effects of alcohol, tobacco and drugs; how life is handed on, heredity.

☆ ***Small Group Activity Charts.*** Prepared by the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1971.

12 charts, 16"x20"; color. $4.95 (Includes folding stand). Spanish (five), English (seven): Educators.
Companion title: *They Help Each Other Learn, A Group Participation and Leadership Training Manual.* (see page 18).
These large activity charts show the types of instructions used in small group lessons. The illustrated charts provide lessons which help develop skills in writing, vocabulary, general language development, and numbers. They provide a means for starting a small group interest center that focuses on developing group participation and leadership skills. The stand allows for easy display and use by children working at the interest center.

☆ ***Spanish Phonic Pull Charts.*** Prepared by the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. Individual chart 4" x 8", Class-size chart 13" x 22"; 8 letter strips each. Individual size $1.50, Class size $2.50. Spanish: Primary.
Initial Reading in Spanish Series.

Children manipulate the sliding letter strips to form syllables and words which appear in the center window of the chart. Two strips have consonants, two have vowels with appropriate accents, and four blank strips are provided.

☆ ***Spanish Reading Charts.*** Charles H. Herbert, Jr., and Anthony R. Sancho; prepared by the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 25 full

color charts. 17" x 23". $10.00. Spanish: Educators (Primary).
Initial Reading in Spanish Series

These charts were designed to supplement the teaching of sound-letter correspondence as well as the development of concepts in building words, phrases, and sentences. While the charts can be used separately, they reinforce the phonic approach used in the Initial Reading in Spanish Series. The illustrations apply the phonic method to letters, syllables, phrases, and complete sentences.

☆ ***They Help Each Other Learn—A Group Participation and Leadership Training Manual.*** Jean M. Baker, Tana Smith, Barbara Walters and Ralph Wetzel. Edited by the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1971 (Third Printing). 48pp. $1.75. English: Educators. Companion materials: *Small Group Activity Charts* (see page 16).

An illustrated manual designed as a guide for teaching group participation and leadership skills. The five lessons are an important step in designating and managing an open classroom, and include seven precisely defined skills: reading and understanding group instructions, distributing materials, answering questions about the lesson, cleaning up the work area, helping each other, praising each other for good behavior in the group, and evaluating the group activity. The Appendix includes a follow-up discussion, reactions by teachers and teacher's aides, and a self-evaluation checklist for group members and group leaders.

Things To Do—Activities for a Bilingual Classroom. ☆ Jean M. Baker, Joy Ross, and Barbara Walters; Edited by the Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 32pp. $1.50. English (with Spanish): Educators (Primary).

Companion title: *Each One Learning, A Small Group Process Manual for Teachers* (see page 11).

A manual for teachers planning for small group organization in bilingual, bicultural programs. Several sample day schedules are included with a series of activities appropriate for small groups of children. Activities are of varying levels of complexity, in Spanish and English, and are organized around the content of several Learning or Interest Centers: a Communications Center (language arts, reading, writing), a Math Center, a Science/Social Studies Center, an Art Center, and a Music/Listening Center. Each sample activity includes instructions and a Commentary with rationale and suggestions for the teacher.

We Learn Together—A Small Group Process Manual for Secondary Teachers. ☆ Anthony Sancho, David Otis, Sam Feldman; Regional Project Office, San Bernardino, California. Available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1972. 70pp. $1.75. English: Educators (JHS and HS).

Adapted from: *Each One Learning, A Small Group Process Manual for Teachers* (see page 11).

An illustrated manual designed to illustrate the application of the small group process approach in bilingual edu-

cation programs at upper grade and secondary levels. Discussion and description of the rationale, room environment, grouping procedures, activities and materials, and the teacher's role are presented. The Appendix includes a several-page Bibliography and a Checklist for encouraging Spanish and English language development and for establishing a multicultural school environment. Examples of types of learning centers and their composition include Music, Listening, Writing, Art, Science, Math, Spanish, and Reading.

STAFF

Juan D. Solís, Director
Joanna F. Chambers, Research Librarian
Elisa de León Gutiérrez, Bilingual Curriculum Consultant
Carlos E. Pérez, Editor
Sarah D. Frey, Assistant Editor
Martha I. Basden, Bilingual Secretary
Rhonda S. Henzi, Distribution Clerk
Susanna Cortez, Distribution Clerk
Dahlia Zavala, Clerk Technician
Tony Bell, Artist